1. **The title of the module**
   Acting for Recorded Media (1)

2. **The Department which will be responsible for management of the module**
   School of Acting

3. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**
   I

4. **The number of credits which the module represents**
   10 Credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   This module is taught in the autumn term of the second year of training

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   BA (Hons) Professional Acting Top Up degree

8. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

   At the end of this module the student will:
   - Be able to demonstrate a basic understanding of the technical requirements for working in television and radio
   - Be able to demonstrate an understanding for the structures, discipline and etiquette for working in television and radio
   - Be able to develop a truthful character for radio
   - Be able to develop a truthful character for film and television and respond to the camera
   - Create a show reel

   These specific learning outcomes are designed to introduce the student to the performance mediums of television, film and radio.

9. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

   - Creative and imaginative skills
   - Physical skills
An actor must be able to communicate on a number of levels, both through their characterisation and in their relationship with their peers, tutor and the director. An actor must be able to use their personal creative and imaginative skills in the development of a believable characterisation, that is able to interact with other characters. These generic outcomes support an individual’s ability to work as part of a company, and encourage creativity and confidence in the creation of a character for recorded media.

10 **A synopsis of the curriculum**
   - The technical language of television and radio
   - Understanding the processes for creating and shooting scenes for television
   - Basic radio technique
   - Individual and ensemble radio work
   - Developing a character for the screen
   - Rehearsing and recording monologues, duologues and scenes
   - Location work

11 **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

In achieving the learning outcomes for this module, students will work with LAMDA tutors in both tutor led class work and experiential learning. All classes are practical in support of the vocational nature of this programme of study. There are approximately 15 tutor led class work hours within this module and approximately 100 hours of experiential learning. Many of the classes are taught in quarter groups. Television work will be undertaken within LAMDA and outside on location, with the emphasis on the process of creating material and becoming used to being seen on camera. Radio work will record, reflect and develop the student’s ability to create a character for radio.

12 **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Assessment is continuous and measured against the learning outcomes. Final assessment is awarded at the end of each module and students are awarded a pass or fail grade. The pass/fail grade is based on a number of assessment points during the unit which take the form of written assessment at the end of each term or section of work as detailed in the student handbook. By undertaking this frequency of assessment, staff members are able to provide regular guidance and feedback, to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.

Assessment takes into consideration, both the student’s commitment and achievement during class and the final presentation of work. Equal weight is given to both the process and the presentation of work. LAMDA considers development through the learning experience to be as valuable as final presentation, as part of the creative experience. By undertaking the frequency of assessment, staff members are able to provide regular guidance and feedback to allow the student to develop their skills and to ensure they reach the level of attainment in order to pass the module.
Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals."

Director of Learning and Teaching  Date

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing."

Head of Department  Date

Revised August 2002